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ABSTRACT

A school environment analysis is a comprehensive set of techniques that assess productivity and satisfaction of both students and staff. While the means to school environment assessment are not particularly complicated or time consuming, the analysis must be conducted in a comprehensive and systematic fashion, using a variety of types of data. School environment analysis fits into the school improvement process as an essential early step. The Louisiana Principalship Program (LPP) asks beginning principals to plan for and implement the first steps of the school improvement process, beginning with a school environment analysis that includes evaluation of: (1) the instructional program; (2) the socioemotional needs of students; (3) community support; (4) school atmosphere; (5) professional development; (6) goal attainment; and (7) demographic characteristics. Directions are included for this analysis under the LPP. The worksheet pages, the guide, and a summary matrix for the school's environment are included. (SLD)

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SCHOOL ENVIRONMENT ANALYSIS

LOUISIANA PRINCIPAL INTERNSHIP

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1994 - 1995

FM0230

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SCHOOL ENVIRONMENT ANALYSIS

WHAT IS *SCHOOL ENVIRONMENT*?

A school's environment is made up of psychological, social, and physical dimensions, such as safety, morale, and academic growth. These dimensions shape the feelings about and perceptions of a school and whether it is a place where learning can occur. The attitudes of students, teachers, administrators, parents, and the community help shape a school's environment.

An effective school environment meets the needs of students and staff. These needs include *physiological needs* (the school is a comfortable, pleasant place), *safety needs* (the school provides physical and psychological security), *social needs* (the school has an atmosphere of acceptance and friendship), *achievement needs* (the school advocates and recognizes accomplishment), and *actualization needs* (the school encourages individuals to reach their goals).

Schools with positive environments can show evidence of students' active learning with individualized performance expectations, varied learning environments, and flexible curricula and extracurricular activities. The school's structure is appropriate for the students' developmental stage. In addition, effective schools have clearly articulated goals, documented long-range planning, and well-defined problem-solving procedures. Rules and policies are cooperatively determined by staff and students, as appropriate.

The atmosphere in such schools promotes collegiality among staff and students. Mechanisms for conflict resolution, effective communications,

involvement in decision-making, and autonomy with accountability contribute to a vested interest in making the school succeed. Students, staff, and community take pride in the school.

The ineffective school, on the other hand, presents quite a different picture. Numerous symptoms of school environment problems may exist including high student and faculty absenteeism, student cliques and gangs, negative talk in the faculty lounge, the classrooms, and the community, vandalism, and student disruptions and violence. A poor school spirit and a poor community image concurrently underscore and contribute to a high dropout rate, a large numbers of underachievers, a high incidence of suspensions/expulsions, low staff morale, and parent and student apathy.

WHAT IS *SCHOOL ENVIRONMENT ANALYSIS*?

A school environment analysis is a comprehensive set of techniques that assess productivity (e.g., achieving academic proficiency, developing an expanding knowledge base, demonstrating an interest in teaching and learning) and satisfaction (e.g., sense of personal worth, enjoyment of school, success from participation in worthwhile activities) for both students and staff. School environment analysis is but one step in an ongoing school improvement process.

The means to evaluate a school's environment are not particularly complicated or time consuming, but the analysis of school environment must be conducted in a comprehensive and systematic fashion. While school environment analysis is important for all schools, new principals in particular should be aware of the school's environmental quality as they enter their new roles and

should also be aware of their responsibilities in evaluating and helping to shape a positive school environment.

WHAT KINDS OF DATA ARE USED IN THE SCHOOL ENVIRONMENT ANALYSIS?

Numerous types of baseline data can be collected that will indicate a school's level of productivity and satisfaction.

- *Demographic data* for students and staff provide a background for analyzing areas of concern and generating solutions. Demographic data includes gender, ethnicity, socioeconomic and familial status, and, for teachers, also teaching experience and educational background.
- *Achievement test scores* (for at least three years) and *percentages of student earning low/failing grades* pinpoint areas of academic weakness and strength.
- *Attendance figures* reflect students' feelings about the importance of school in their lives and teachers' feelings about their workplace.
- *Attendance at school activities* by students and parents is indicative of support for the school.
- *Student participation in extracurricular activities* is evidence of students' social growth and cohesiveness.
- *Library usage statistics* demonstrate whether the school fosters a climate for enjoyable learning and a spirit of inquiry.
- The *number of acts of vandalism* (and the cost) at the school site denotes the level of school pride and the ability of the school to meet students' socioemotional needs.
- Likewise, the *number and type of discipline referrals* and *the number of suspensions/expulsions* indicates the socioemotional status of students as well as the relevancy of the school's academic program.

- The *number of dropouts* is a critical benchmark for judging overall school effectiveness and socioemotional atmosphere.
- *Faculty development statistics* include the number of faculty who participate in school-based, district, or university inservice training. A high level of participation signifies that faculty view themselves as learning and growing professionals who enjoy their work.
- Evidence of whether or not the school provides an atmosphere where students and teachers can reach their personal and professional goals include *graduation and promotion rates, awards earned by students and teachers,* and the *rate of teacher turnover.*
- The *level of drug and alcohol use* by students may signal if intervention strategies should be a part of the school program.
- *Surveys of teachers' and students' attitudes* are helpful in identifying the perceptions and feelings toward school that cannot otherwise be measured by existing data sources.

Some of the above-mentioned data sources are readily available from the school's Progress Profile. These include faculty degrees, general teacher certification information, the percent of dropouts, student attendance, ACT results (composite scores -- for secondary schools only), the percentage of students suspended or expelled, state criterion-referenced test results (for grades 3,5,7, and the high school exit exam as appropriate), and norm-referenced test results on the California Achievement Test (composite only-- for grades 4,6,9 as appropriate). Other data sources must be gathered from aggregate information available through the district or state and from data collected at the school site.

HOW DOES SCHOOL ENVIRONMENT ANALYSIS FIT INTO THE SCHOOL IMPROVEMENT PROCESS?

Implementing the school improvement process is a longitudinal, multi-step effort. The underlying philosophy of initial school environment analysis is that ***you have to know where you are before you can get to where you want to be.*** The basic steps in the school improvement process include:

- 1 - Conduct school environment analysis : collect baseline school data
- 2 - Evaluate baseline data: *the way it is*
- 3 - Appoint a school environment analysis team: continue to evaluate baseline data
- 4 - Collect additional data if necessary/raise awareness/develop vision;
- 5 - Brainstorm, prioritize and develop an action plan: *the way it should be*
- 6 - Organize action groups to carry out the plan
- 7 - Implement the plan/provide ongoing technical assistance
- 8 - Evaluate impact
- 9 - Refine action plan

During the Louisiana Principal Internship Program, beginning principals will plan for and implement the first six steps of the school improvement process. During the Fall semester of the first year, principal interns will conduct the School Environment Analysis and evaluate the collected data (Steps 1 and 2). During the second semester of the first year, the interns will continue to evaluate data with the school's environment analysis team and begin to think about ways schools can be improved and strengthened (Steps 3 and 4).

Steps 5 and 6 will be implemented during the first semeter of the second year. One component of the resulting action plan will be implemented, evaluated, and refined (Steps 7, 8, and 9) during the remainder of the second year of the Internship.

The school improvement process is applicable to all schools at all grade levels. Schools that already show evidence of being effective will formulate action plans to strengthen programs and maintain high levels of student achievement. Schools showing little evidence of being effective will use baseline data to prioritize action steps for problem solving.

Educational research indicates that allowing sufficient time for reform to occur is a critical part of the process. School improvement is a long-term undertaking that requires longitudinal vision. An ongoing danger to improvement efforts is the tendency to stop reform when results are not immediately positive. The notion that improvement efforts do not magically result in immediate, improved educational delivery must be communicated during the planning stage.

Question Framework for School Environment Analysis

QUESTION FRAMEWORK	DATA SOURCES
Does the school provide an instructional program that meets the needs of students? **Are appropriate teaching/learning strategies utilized?** **Do students view learning as important?**	achievement test scores (for at least three years) discipline referrals -- number and type number of dropouts library usage statistics percentage of student earning low/failing grades suspensions/expulsions -- number and type
Does the school meet the socioemotional needs of its students?	attitude survey -- students drug/alcohol use statistics student participation in extracurricular activities vandalism - number of incidents/cost
Does the community support the school program? **Do parents understand how they can contribute to the success of their children?**	community attendance at school activities attendance at Open House/PTO meetings volunteer support -- persons & financial support
Do students and teachers take pride in the school? **Do students and teachers think of their school as a "safe place?"** **Do students and staff view the school as a pleasant place to be?**	attitude survey -- students attitude surveys -- teachers daily attendance of students and teachers vandalism - number of incidents/cost
Do teachers in the school seek better ways of teaching and reaching students?	faculty development statistics

Does the school allow students and teachers to reach their goals?	graduation/promotion rates awards and recognition -- students awards and recognition -- teachers teacher turnover
What types of teachers and students are served by the school?	demographic data for students and staff

DIRECTIONS FOR COMPLETING THE SCHOOL ENVIRONMENT ANALYSIS

The following pages include worksheet pages which contain the directions for completing each part of the School Environment Analysis and Summary Matrix Pages. Read and follow the directions carefully. Some portions of the Analysis will require you to verify and review data that has been previously gathered and reported, e.g., suspension/expulsion rates on the school's Progress Profile. Other portions of the Analysis require that data be collected. You may wish to ask teachers on your faculty or parent volunteers to assist you with some aspects of data collection. There is no particular order for the data collection; you may complete any portion at any time. However, all portions must be completed by _____.

Modify any portion of the School Environment Analysis based upon the best sources of data that are available to you at your school site. For example, your school records may have additional achievement test data that can be used in place of the data reported on the Progress Profile. Or the district may have additional data broken down by school that are available to you. If you do choose to use an alternative data source, be sure to note this on the appropriate worksheet page.

When you have completed each portion of the Analysis, complete the Summary Matrix on pages 42 - 47. The Summary Matrix requires that you make a *reflective* decision about the quality of the school environment for each type of data collected. These decisions are school-specific and highly individualized.

Remember that the purpose of the Summary Matrix is to eventually prioritize and make decisions about school improvement.

ACHIEVEMENT TEST SCORES

Review the achievement test data for your school as listed on the last three Progress Profiles. You may duplicate these pages as necessary.

Enter the following information:

NORM-REFERENCED TEST (NRT)
GRADE ___

YEAR	PERCENT OF STUDENTS IN YOUR SCHOOL SCORING ABOVE THE 50TH PERCENTILE	PERCENT OF STUDENTS IN LA. SCHOOLS SCORING ABOVE THE 50TH PERCENTILE	HOW DOES YOUR SCHOOL COMPARE TO OTHER LA. SCHOOLS? (HIGHER PERCENTAGE, ABOUT THE SAME, LOWER PERCENTAGE)

NORM-REFERENCED TEST (NRT)
GRADE ___

YEAR	PERCENT OF STUDENTS IN YOUR SCHOOL SCORING ABOVE THE 50TH PERCENTILE	PERCENT OF STUDENTS IN LA. SCHOOLS SCORING ABOVE THE 50TH PERCENTILE	HOW DOES YOUR SCHOOL COMPARE TO OTHER LA. SCHOOLS? (HIGHER PERCENTAGE, ABOUT THE SAME, LOWER PERCENTAGE)

NORM-REFERENCED TEST (NRT)
GRADE ___

YEAR	PERCENT OF STUDENTS IN YOUR SCHOOL SCORING ABOVE THE 50TH PERCENTILE	PERCENT OF STUDENTS IN LA. SCHOOLS SCORING ABOVE THE 50TH PERCENTILE	HOW DOES YOUR SCHOOL COMPARE TO OTHER LA. SCHOOLS? (HIGHER PERCENTAGE, ABOUT THE SAME, LOWER PERCENTAGE)

Enter the following information:

CRITERION-REFERENCED TEST (CRT)
GRADE ___
SUBJECT _____

YEAR	PERCENT OF STUDENTS IN YOUR SCHOOL PASSING THIS TEST	PERCENT OF STUDENTS IN LA. SCHOOLS PASSING THIS TEST	HOW DOES YOUR SCHOOL COMPARE TO OTHER LA. SCHOOLS? (HIGHER PERCENTAGE, ABOUT THE SAME, LOWER PERCENTAGE)

CRITERION-REFERENCED TEST (CRT)
GRADE ___
SUBJECT _____

YEAR	PERCENT OF STUDENTS IN YOUR SCHOOL PASSING THIS TEST	PERCENT OF STUDENTS IN LA. SCHOOLS PASSING THIS TEST	HOW DOES YOUR SCHOOL COMPARE TO OTHER LA. SCHOOLS? (HIGHER PERCENTAGE, ABOUT THE SAME, LOWER PERCENTAGE)

CRITERION-REFERENCED TEST (CRT)
GRADE ___
SUBJECT _____

YEAR	PERCENT OF STUDENTS IN YOUR SCHOOL PASSING THIS TEST	PERCENT OF STUDENTS IN LA. SCHOOLS PASSING THIS TEST	HOW DOES YOUR SCHOOL COMPARE TO OTHER LA. SCHOOLS? (HIGHER PERCENTAGE, ABOUT THE SAME, LOWER PERCENTAGE)

Enter the following information:

GRADUATION EXIT EXAM (GEE)
SUBJECT _____

YEAR	PERCENT OF STUDENTS IN YOUR SCHOOL PASSING THIS TEST	PERCENT OF STUDENTS IN LA. SCHOOLS PASSING THIS TEST	HOW DOES YOUR SCHOOL COMPARE TO OTHER LA. SCHOOLS? (HIGHER PERCENTAGE, ABOUT THE SAME, LOWER PERCENTAGE)

GRADUATION EXIT EXAM (GEE)
SUBJECT _____

YEAR	PERCENT OF STUDENTS IN YOUR SCHOOL PASSING THIS TEST	PERCENT OF STUDENTS IN LA. SCHOOLS PASSING THIS TEST	HOW DOES YOUR SCHOOL COMPARE TO OTHER LA. SCHOOLS? (HIGHER PERCENTAGE, ABOUT THE SAME, LOWER PERCENTAGE)

GRADUATION EXIT EXAM (GEE)
SUBJECT _____

YEAR	PERCENT OF STUDENTS IN YOUR SCHOOL PASSING THIS TEST	PERCENT OF STUDENTS IN LA. SCHOOLS PASSING THIS TEST	HOW DOES YOUR SCHOOL COMPARE TO OTHER LA. SCHOOLS? (HIGHER PERCENTAGE, ABOUT THE SAME, LOWER PERCENTAGE)

DISCIPLINE REFERRALS

Review the Discipline Referrals for your school for the previous school year. Ask teachers or parent volunteers to help you compile the information.

Enter the following information:

FREQUENCY OF DISCIPLINE REFERRALS

1. TOTAL NUMBER OF DISCIPLINE REFERRALS IN THE PREVIOUS YEAR	
2. NUMBER OF STUDENTS (PERSONS) REFERRED	
3. AVERAGE NUMBER OF REFERRALS PER STUDENT (DIVIDE # 1 BY #2)	
4. PERCENT OF STUDENTS IN SCHOOL REFERRED FOR DISCIPLINARY PROBLEMS (DIVIDE #2 BY NUMBER OF STUDENTS IN SCHOOL AND THEN MULTIPLY BY 100)	

II. List in descending order based on the number of students.

REASONS FOR DISCIPLINE REFERRAL

REASON FOR REFERRAL	# OF STUDENTS

DROPOUTS (FOR MIDDLE & SECONDARY SCHOOLS)

Review the student dropout data for your school as listed on the last three Progress Profiles.

Enter the following information:

GRADE _____

YEAR	PERCENT OF STUDENT DROPOUTS	PERCENT OF STUDENT DROPOUTS IN LOUISIANA	HOW DOES YOUR SCHOOL COMPARE TO OTHER SCHOOLS IN LOUISIANA? (HIGHER PERCENTAGE, ABOUT THE SAME, LOWER PERCENTAGE)

GRADE _____

YEAR	PERCENT OF STUDENT DROPOUTS	PERCENT OF STUDENT DROPOUTS IN LOUISIANA	HOW DOES YOUR SCHOOL COMPARE TO OTHER SCHOOLS IN LOUISIANA? (HIGHER PERCENTAGE, ABOUT THE SAME, LOWER PERCENTAGE)

GRADE _____

YEAR	PERCENT OF STUDENT DROPOUTS	PERCENT OF STUDENT DROPOUTS IN LOUISIANA	HOW DOES YOUR SCHOOL COMPARE TO OTHER SCHOOLS IN LOUISIANA? (HIGHER PERCENTAGE, ABOUT THE SAME, LOWER PERCENTAGE)

LIBRARY USAGE

I. Library Usage by Students

During a regular school week (i.e., not before a holiday or during exams, etc.), keep a count of the number of books checked out by students. Ask your school librarian or a parent volunteer to help compile the statistics.

1. NUMBER OF BOOKS CHECKED OUT	
2. NUMBER OF STUDENTS CHECKING OUT BOOKS	
3. BOOKS PER LIBRARY USER RATIO (DIVIDE #1 BY #2)	
4. NUMBER OF STUDENTS IN SCHOOL	
5. BOOKS PER STUDENT RATIO (DIVIDE #1 BY #4)	
6. PERCENTAGE OF STUDENTS WHO ARE ACTIVE LIBRARY USERS (DIVIDE #2 BY #4 AND THEN MULTIPLY BY 100)	

II. Estimation of Optimal Library Usage by Students

Ask your school librarian for help in estimating optimal library usage. Use #3 above to aid in determining #2 below.

1. NUMBER OF STUDENTS IN SCHOOL	
2. OPTIMALLY, HOW MANY BOOKS PER YEAR SHOULD THE AVERAGE STUDENT BE CHECKING OUT OF THE LIBRARY?	
3. OPTIMUM NUMBER OF BOOKS CHECKED OUT/YEAR (MULTIPLY #1 BY #2)	
4. OPTIMUM NUMBER OF BOOKS CHECKED OUT/WEEK (DIVIDE #3 BY 36)	

III. Library Usage by Teachers

Ask your school librarian for help in estimating library usage by teachers.

1. NUMBER OF TEACHERS USING THE LIBRARY FOR CLASSROOM TEACHING (E.G., STUDENT RESEARCH, REQUIRED BOOK READING AND BOOK REPORT PROJECTS, ETC.	
2. NUMBER OF TEACHERS IN THE SCHOOL	
3. PERCENTAGE OF TEACHERS UTILIZING LIBRARY RESOURCES (DIVIDE #1 BY #2 AND THEN MULTIPLY BY 100)	

Based on the statistics above,

The percentage of students in this school using the library is

❒ High ❒ Favorable ❒ Somewhat Low ❒ Low

On the average, the level of library usage by a student in this school is

❒ High ❒ Favorable ❒ Somewhat Low ❒ Low

On the average, the level of library usage by a teacher in this school is

❒ High ❒ Favorable ❒ Somewhat Low ❒ Low

STUDENTS EARNING LOW/FAILING GRADES

Use existing records or grade reports from the previous school year to estimate percentages of students earning low or failing grades. Low or failing grades are defined based on the school's grading system, e.g., D or F in a 5 point letter grade system, or terms such as "Unsatisfactory" or "Needs Improvement."

PERCENTAGE OF STUDENTS EARNING NO LOW OR FAILING GRADES	
PERCENTAGE OF STUDENTS EARNING ONE LOW OR FAILING GRADE	
PERCENTAGE OF STUDENTS EARNING TWO LOW OR FAILING GRADES	
PERCENTAGE OF STUDENTS EARNING THREE LOW OR FAILING GRADES	
PERCENTAGE OF STUDENTS EARNING MORE THAN THREE LOW OR FAILING GRADES	
TOTAL	100%

SUSPENSIONS/EXPULSIONS

I. Review the Suspension and Expulsion data for your school as listed on the last three Progress Profiles.

Enter the following information:

PERCENT OF STUDENTS SUSPENDED

YEAR	PERCENT OF STUDENTS SUSPENDED	PERCENT OF STUDENTS SUSPENDED IN THE DISTRICT	HOW DOES YOUR SCHOOL COMPARE TO OTHER SCHOOLS IN THE DISTRICT? (HIGHER PERCENTAGE, ABOUT THE SAME, LOWER PERCENTAGE)

PERCENT OF STUDENTS EXPELLED

YEAR	PERCENT OF STUDENTS IN YOUR SCHOOL EXPELLED	PERCENT OF STUDENTS EXPELLED IN THE DISTRICT	HOW DOES YOUR SCHOOL COMPARE TO OTHER SCHOOLS IN THE DISTRICT? (HIGHER PERCENTAGE, ABOUT THE SAME, LOWER PERCENTAGE)

II. Use records at your school for the previous year to estimate the following percentages. List in descending order based on the number of students.

REASONS FOR SUSPENSION

REASON FOR SUSPENSION	# OF STUDENTS

REASONS FOR EXPULSION

REASON FOR EXPULSION	# OF STUDENTS

ATTITUDE SURVEYS -- STUDENTS

Use the Student's School Climate Survey (on the following pages) to measure student attitudes toward school. Version I can be duplicated for elementary students or for middle/junior high school students who may have reading difficulties. Version II can be duplicated for older students.

Administer the survey to at least 10% of the student population (minimum of 30 students). You may randomly select intact class groups or homerooms for administration. Allow students to complete the survey during school time. Then tally the responses on an extra copy of the survey.

Student's School Climate Survey -- Version I

Place a check ✔ in the YES column or the NO column.

	YES	NO
1. My school makes me want to learn new things.		
2. I know my teachers care about me.		
3. I know my principal cares about me.		
4. My parents think my school is a good place for learning.		
5. My parents come to school to visit.		
6. I am proud that I am a student at this school.		
7. Exciting learning activities take place at my school.		
8. My school has clubs, sports, and other things that are fun.		
9. My teachers tell me when I do good work.		
10. My teachers help me when I am having trouble learning.		
11. My teachers expect me to do good work in school.		
12. My teachers treat me fairly.		
13. My principal treats me fairly.		
14. The amount of work we have in class is about right.		
15. The amount of homework we have is about right.		
16. The kids at my school are friendly and nice.		
17. I feel that my school is a safe place.		
18. Kids at school know the rules and follow them.		
19. Most of the time, my school is clean and neat.		
20. All in all, my school is a good place to be.		

Student's School Climate Survey -- Version II

✍ **Place a check ✔ in the YES column or the NO column.**

	YES	NO
1. My school offers challenging and interesting courses.		
2. Teachers in my school care about me and my problems.		
3. The principal in my school cares about me and my problems.		
4. My parents think that my school has a good reputation in the community.		
5. My parents feel comfortable coming to school or calling my teachers.		
6. I am proud that I am a student at this school.		
7. Teachers at my school present learning activities that are exciting and meaningful.		
8. My school has a variety of clubs, sports, and social events that I may participate in.		
9. Teachers at this school let me know about my learning progress.		
10. Teachers at this school will help me when I am having difficulty learning.		
11. My teachers expect me to do well in school.		
12. My teachers treat me fairly.		
13. My principal treats me fairly.		
14. The amount of work we have in class is about right.		
15. The amount of homework we have is about right.		
16. The students at my school are friendly and respectful towards each other.		
17. I feel that my school is a safe and secure place.		
18. Students at school know the rules and follow them.		
19. Most of the time, the school building and grounds are clean and neat.		
20. All in all, I am glad to be a student at this school.		

DRUG/ALCOHOL USE

I. Review discipline referrals and records of disciplinary action for the previous year to answer the following questions.

How often have discipline problems involved use, possession, or dealing in drugs or alcohol?

What percentage of students have been involved in disciplinary action for drugs or alcohol?

II. Outside of school, what indications are there that students are involved with drugs or alcohol?

III. Review Item #10 of the Teacher's School Climate Survey. What percentage of teachers think that drugs and alcohol are serious problems?

IV. What resources exist at school or in the community that aid students in resisting the pressure to use drugs/alcohol or that help students who are chemically dependent (e.g., "Just Say No" club, "I Care" program, local adolescent CDU)?

EXTRACURRICULAR ACTIVITIES

I. List the extracurricular activities available for students in each of the following areas.

ACADEMIC CLUBS AND TEAMS	SPORTS CLUBS AND TEAMS
SOCIAL/ CIVIC CLUBS	ARTS/CULTURAL CLUBS

II. What percentage of students
belong to 3 or more clubs/teams? _____
belong to 1 or 2 clubs/teams? _____
belong to no clubs/teams? _____

III. What school-wide events contribute to academic learning outside of the classroom (e.g., assembly programs, science fair, Library Week celebration)?

IV. What school-wide events contribute to student socialization outside of the classroom (e.g., dances, pep rallies, Halloween carnival)?

V. What school-wide events or programs recognize and value the cultural diversity of students (e.g., women's history week, MLK birthday program)?

VI. Do students help in planning and implementing extracurricular activities?

VANDALISM

I. Review discipline referrals and records of disciplinary action for the previous year to answer the following questions.

How often have discipline problems involved the destruction or defacing of school property?

What percentage of students have been involved in disciplinary action for vandalism?

II. Review Item #12 of the Teacher's School Climate Survey. What percentage of teachers think that vandalism is a serious problem in your school?

III. What was the approximate dollar cost of vandalism done to your school in the past year?

ATTENDANCE AT SCHOOL ACTIVITIES

During the next few months, estimate attendance at representative extracurricular school activities. Do not include activities held in conjunction with Open House or PTO meetings.

TYPE OF ACTIVITY	ACTIVITY/ DATE	TOTAL ATTENDANCE (% STUDENTS/ % PARENTS)	DESIRED (OPTIMAL) ATTENDANCE
SPORTING EVENT			
SPORTING EVENT			
SOCIAL/ CULTURAL EVENT			
SOCIAL/ CULTURAL EVENT			
OTHER			
OTHER			
OTHER			

PARENT ATTENDANCE AT OPEN HOUSE/PTO

I. Estimate total parent attendance at the school Open House.

TOTAL ATTENDANCE -- OPEN HOUSE	NUMBER OF PARENTS	DESIRED (OPTIMAL) ATTENDANCE

II. At the next regular PTO meeting, have parents sign in by grade or class. Tally parent attendance by grade.

GRADE	PARENT ATTENDANCE	DESIRED (OPTIMAL) ATTENDANCE

VOLUNTEER SUPPORT FOR THE SCHOOL

I. Volunteer Support by Parents

A. Number of parents who regularly volunteer to work at the school (This represents _____% of the parent population.)	
B. Number of hours donated by parent volunteers during a school year	
C. Does an organized parent volunteer program exist in your school?	

II. Volunteer Support by External Organizations

A. Names of civic groups, businesses, or other external groups that support the school through volunteer efforts or financial assistance	
B. Number of hours donated by volunteers of these organizations during a school year	
C. Amount of money (or cash value of donated materials) donated by these organizations during a school year	

ATTITUDE SURVEYS -- TEACHERS

Use the Teacher's School Climate Survey on the next page to measure teacher attitudes toward school and job satisfaction. Administer the survey to all faculty members OR to at least 50% of the faculty (minimum of 30 persons). You must randomly select teachers for participation. Allow faculty to complete the survey during school time. Then tally the responses on an extra copy of the survey.

Teacher's School Climate Survey

✍ Place a check ✔ in the YES column or the NO column.

	YES	NO
1. Teaching is a challenging and interesting job.		
2. Teachers in this school care about students and their problems.		
3. The principal in this school cares about me and my problems.		
4. Parents think that the school has a good reputation in the community.		
5. Parents feel comfortable coming to school or calling me.		
6. I am proud that I am a teacher at this school.		
7. Teachers at this school present learning activities that are exciting and meaningful.		
8. This school has a variety of clubs, sports, and social events that contribute to a good school climate.		
9. Teachers at this school let students know about their learning progress.		
10. Drugs and alcohol are a big problem for students at this school.		
11. Teachers expect students to do well in school.		
12. Vandalism and the destruction of school propoerty is a big problem at this school.		
13. My principal treats me fairly.		
14. The amount of academic work and homework that teachers assign to students is about right.		
15. Teachers at this school help students when they are having learning difficulties.		
16. The teachers at the school are friendly and respectful towards each other.		
17. I feel that the school is a safe and secure place to work.		
18. Students at this school know the rules and follow them.		
19. Most of the time, the school building and grounds are clean and neat.		
20. All in all, I am glad to be a teacher at this school.		

DAILY ATTENDANCE

I. Student Attendance

Review the school's Progress Profiles for the last three years. Record the percent of student attendance* for your school and for the district.

YEAR	PERCENT OF STUDENT ATTENDANCE IN YOUR SCHOOL	PERCENT OF STUDENT ATTENDANCE IN YOUR DISTRICT	HOW DOES YOUR SCHOOL COMPARE TO THE DISTRICT? (HIGHER, LOWER, ABOUT THE SAME)
1990 - 1991			
1991 - 1992			
1992 - 1993			

***Please note that no standard definitions for *daily attendance* were in place for the 1990 - 1991, 1991 - 1992, or 1992 - 1993 school years. Therefore the Progress Profile figures should be interpreted with caution. The district percent of student attendance is offered for comparative purposes.**

II. Teacher Attendance

Review records from the previous year.

What percentage of teachers had

- 10 or more absences? _____
- 5 - 9 absences? _____
- 1 - 4 absences? _____
- no absences? _____

FACULTY DEVELOPMENT STATISTICS

Use existing data or conduct an informal survey (with anonymous responses) among teachers to gather the following information about the number of teachers in the past year who have participated in the following professional development activities.

ACTIVITY	NUMBER OF TEACHERS	PERCENT OF FACULTY
Attending or presenting an inservice workshop for professional development		
Completing a university course for professional development		
Mentoring or peer coaching a teaching colleague		
Reading professional books or journals for teaching enhancement		
Attending or presenting at professional meetings and conferences		
Serving on a district or school professional committee (e.g., curriculum, school advisory, accreditation)		

GRADUATION/PROMOTION RATES

Review existing data from the previous year to complete data on graduation promotion rates. For Grade 12, enter the number of students who graduated/failed to graduate.

GRADE	NUMBER OF STUDENTS PROMOTED	NUMBER OF STUDENTS RETAINED	NUMBER OF RETAINED STUDENTS WHO HAVE BEEN RETAINED IN A PRIOR GRADE

AWARDS AND RECOGNITION -- STUDENTS & TEACHERS

Ask the guidance counselor or a group of volunteer teachers to help gather this information for the previous year.

I. Student Awards and Recognition

NAME OF STUDENT(S)	NAME OF AWARD/RECOGNITION	PRESENTING ORGANIZATION

I. Teacher Awards and Recognition

NAME OF TEACHER(S)	NAME OF AWARD/RECOGNITION	PRESENTING ORGANIZATION

TEACHER TURNOVER

Review school personnel records or teacher rosters for the school for the last three years.

Enter the following information:

YEAR	NUMBER OF TEACHERS IN THE SCHOOL	NUMBER OF TEACHERS LEAVING OR RETIRED
		(%)
		(%)
		(%)

DEMOGRAPHIC CHARACTERISTICS

I. Teacher/Professional Staff Demographics

Use school records or do an informal survey to gather the following information:

A. Number of teachers/professional staff in the school: _____

B. Number of males: _____ (%)
Number of females: _____ (%)

C. Ethnicity:
Caucasian _____ (%)
African-American _____ (%)
Hispanic _____ (%)
Asian _____ (%)
American Indian _____ (%)
Other _____ (%)

D. Teaching/Professional Experience:
_____ (%) teachers have no experience.
_____ (%) teachers have 1 - 3 years of experience.
_____ (%) teachers have 3 - 5 years of experience.
_____ (%) teachers have 5 - 10 years of experience.
_____ (%) teachers have 10 - 20 years of experience.
_____ (%) teachers have more than 20 years of experience.

E. Educational Background (highest degree earned):
_____ (%) teachers have a Bachelor's degree.
_____ (%) teachers have a Master's degree.
_____ (%) teachers have a Master's degree + 30.
_____ (%) teachers have a Specialist's degree.
_____ (%) teachers have a Doctoral degree.

Use the latest Progress Profile report for the following:

F. _____ % of classes are taught by faculty who hold state-issued certificates.

I. Student Demographics

Use school records or do an informal survey to gather the following information:

A. Number of students in the school: _____

B. Number of males: _____ (%)
Number of females: _____ (%)

C. Ethnicity:

Caucasian	_____ (%)
African-American	_____ (%)
Hispanic	_____ (%)
Asian	_____ (%)
American Indian	_____ (%)
Other	_____ (%)

D. _____ (%) of students in this school receive or are eligible for free/reduced price lunch.

E. _____ (%) of students live within 15 minutes walking or driving distance of the school.

F. _____ (%) of students in this school go on to a junior college, college, or university.

_____ (%) of students in this school go on to a technical or trade school.

_____ (%) of students in this school do not pursue postsecondary education.

G. I would estimate that _____ (%) of students in this school could be appropriately described as "at-risk."

H. I would estimate that _____ (%) of students in this school come from two-parent families.

I would estimate that _____ (%) of students in this school come from single-parent families.

I would estimate that _____ (%) of students in this school live with a guardian, a foster parent, or someone who is not a parent.

SUMMARY MATRIX - SCHOOL ENVIRONMENT ANALYSIS

QUESTION FRAMEWORK	DATA SOURCES	WHAT DO THE DATA SEEM TO INDICATE? (In words)	RATING					
			1 poor; worst possible situation; low	2	3	4	5	6 excellent; best possible situation; high
I. Instructional Program	achievement test scores (for at least three years)							
Does the school provide an instructional program that meets the needs of students?	discipline referrals -- number and type							
Are appropriate teaching/ learning strategies utilized?	number of dropouts							
Do students view learning as important?	library usage statistics							
	percentage of student earning low/failing grades							
	suspensions/expulsions -- number and type							

QUESTION FRAMEWORK	DATA SOURCES	WHAT DO THE DATA SEEM TO INDICATE? (In words)	RATING					
			1 poor; worst possible situation; low	2	3	4	5	6 excellent; best possible situation; high
II. Socioemotional Needs of Students	attitude survey -- students							
Does the school meet the socioemotional needs of its students?	drug/alcohol use statistics							
	extracurricular activities -- student participation							
	vandalism -- number of incidents/cost							

QUESTION FRAMEWORK	DATA SOURCES	WHAT DO THE DATA SEEM TO INDICATE? (In words)	RATING					
			1 poor; worst possible situation; low	2	3	4	5	6 excellent; best possible situation; high
III. Community Support								
Does the community support the school program?	community attendance at school activities							
Do parents understand how they can contribute to the success of their children?	attendance at Open House/ PTO meetings							
	volunteer support for the school							

QUESTION FRAMEWORK	DATA SOURCES	WHAT DO THE DATA SEEM TO INDICATE? (In words)	RATING					
			1 poor; worst possible situation; low	2	3	4	5	6 excellent; best possible situation; high
IV. School Atmosphere	attitude surveys -- students							
Do students and teachers take pride in the school?	attitude surveys -- teachers							
Do students and teachers think of their school as a "safe place?"	daily attendance of students and teachers							
Do students and staff view the school as a pleasant place to be?	vandalism -- number of incidents/cost							

QUESTION FRAMEWORK	DATA SOURCES	WHAT DO THE DATA SEEM TO INDICATE? (in words)	RATING					
			1 poor; worst possible situation; low	2	3	4	5	6 excellent; best possible situation; high
V. Professional Development								
Do teachers in the school seek better ways of teaching and reaching students?	faculty development statistics							

QUESTION FRAMEWORK	DATA SOURCES	WHAT DO THE DATA SEEM TO INDICATE? (in words)	RATING					
			1 poor; worst possible situation; low	2	3	4	5	6 excellent; best possible situation; high
VI. Goal Attainment	graduation/promotion rates							
Does the school allow students and teachers to reach their goals?	awards and recognition -- students							
	awards and recognition -- teachers							
	rate of teacher turnover							

QUESTION FRAMEWORK	DATA SOURCES	WHAT DO THE DATA SEEM TO INDICATE? (in words)	RATING					
			1 poor; worst possible situation; low	2	3	4	5	6 excellent; best possible situation; high
VII. Demographic Characteristics								
What types of teachers and students are served by the school?	demographic data for teachers and students							